

Ninth Grade Speaking Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	9.S.1.1 Students are able to choose logical patterns of organization to inform, persuade, or unite audiences. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> outline the main ideas of the body of a speech (for example: informative, persuasive); recognize and identify development by spatial, chronological, topical, or cause/effect order (for example: famous speeches, news stories).
(Comprehension)	9.S.1.2 Students are able to clarify and defend positions with precise and relevant evidence. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> find expert opinion, fact, and statistics to support arguments (for example: group discussion, persuasive speech).
(Analysis)	9.S.1.3 Students are able to monitor audience for non-verbal feedback. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> recognize the emotional and cultural significance of specific facial expressions and body postures (for example: slouching, frowning, nodding, smiling).

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	9.S.2.1 Students are able to analyze vocabulary and terminology appropriate for the audience. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> choose level of language and degree of formality for communication (for example: speaking before an elementary classroom, before peers); use appropriate grammar, sentence structure, and syntax in various speaking situations (for example: public service speaking, sales).
(Understanding)	9.S.2.2 Students are able to contribute effectively in group discussions to solve specific problems. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> solve a problem in a roundtable discussion (for example: listening, constructive comments).
(Application)	9.S.2.3 Students are able to use visual aids and technology to support presentations. <i>To meet this standard students may:</i>

	<ul style="list-style-type: none"> • create a presentation using at least one multimedia aid (for example: PowerPoint, graph, chart, recording).
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**Ninth Grade Speaking
Performance Descriptors**

Advanced	<p>Ninth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • employ logical patterns of organization to inform, persuade, or unite audiences; • evaluate and defend positions with precise and relevant evidence; • monitor audience and adjust the performance based upon non-verbal feedback cues; • analyze and select vocabulary and terminology appropriate for the audience; • contribute effectively in group discussions to solve specific problems; • develop visual aids and technology to support presentations.
Proficient	<p>Ninth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • choose logical patterns of organization to inform, persuade, or unite audiences; • clarify and defend positions with precise and relevant evidence; • monitor audience for non-verbal feedback cues; • analyze vocabulary and terminology appropriate for the audience; • contribute effectively in group discussions to solve specific problems; • use visual aids and technology to support presentations.
Basic	<p>Ninth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify logical patterns of organization to inform, persuade, or unite audiences; • clarify positions with evidence; • monitor audience for non-verbal feedback cues; • use vocabulary appropriate for the audience; • contribute effectively in group discussions to solve specific problems; • use visual aids to support presentations.

**Ninth Grade Speaking
ELL Performance Descriptors**

Proficient	Ninth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • evaluate types of evidence in messages to determine credibility, validity, and relevance; • use note-taking techniques to record and retrieve information.
Intermediate	Ninth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • use prepared notes for an interview or meeting; • describe feelings and emotions after watching a movie; • indicate interests, opinions, or preferences related to class projects.
Basic	Ninth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • offer and respond to greetings, compliments, invitations, introductions, and farewells; • listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.
Emergent	Ninth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • communicate with gestures or in a language other than English; • build a speaking vocabulary; • communicate orally personal and social needs; • ask questions to borrow classroom materials; • greet teachers appropriately when entering the classroom; • express lack of understanding; • know and communicate personal information such as name, address, and phone number.
Pre-emergent	Ninth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.

**Tenth Grade Speaking
Grade Standards, Supporting Skills and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	10.S.1.1 Students are able to construct and deliver a variety of speeches. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> gather material, outline, and present a speech (for example: informative, persuasive).
(Application)	10.S.1.2 Students are able to choose logical devices for introduction and conclusion. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use various opening and ending techniques (for example: anecdotes, startling statement, statistics, questions).
(Application)	10.S.1.3 Students are able to plan formal oral presentations using various supporting strategies. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> locate and select convincing evidence (for example: logical arguments, details, analogies, illustrations).

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	10.S.2.1 Students are able to determine the relationship among purpose, audience, and content of presentation. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use technical terms and notations accurately in oral presentations (for example: scientific terms, citing sources); adjust content and delivery according to the situation (for example: impromptu, role play, court appearance, principal's office).
(Application)	10.S.2.2 Students are able to use explicit verbal techniques for effective presentations. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use variety in tone for emphasis and to create interest (for example: pitch, quality, volume, rate, inflections, enunciation).

**Tenth Grade Speaking
Performance Descriptors**

Advanced	Tenth grade students performing at the advanced level: <ul style="list-style-type: none">• deliver and critique a variety of speeches;• evaluate logical devices for introduction and conclusion;• produce various supporting strategies when planning formal oral presentations;• predict the relationships among purpose, audience, and content of presentation;• select explicit verbal techniques for effective presentations.
Proficient	Tenth grade students performing at the proficient level: <ul style="list-style-type: none">• deliver a variety of speeches;• recognize devices for introduction and conclusion;• use various supporting strategies when planning formal oral presentations;• determine the relationships among purpose, audience, and content of presentation;• use explicit verbal techniques for effective presentations.
Basic	Tenth grade students performing at the basic level: <ul style="list-style-type: none">• construct and deliver a variety of speeches;• choose logical devices for introduction and conclusion;• use supporting strategies when planning formal oral presentations;• determine the purpose, audience, and content of presentation;• use verbal techniques for presentations.

**Tenth Grade Speaking
ELL Performance Descriptors**

Proficient	Tenth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> ask appropriate, focused, and subject-related questions to interpret the intent of the communication; summarize, restate, or paraphrase what has been presented for clarification and understanding.
Intermediate	Tenth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> distinguish between factual and fictional visual representations; demonstrate listening strategies to understand what is heard; participate in responsive reading.
Basic	Tenth grade ELL students performing at the basic level: <ul style="list-style-type: none"> compare and contrast media sources, such as book and film versions of a story; follow directions to complete a project; give appropriate feedback to a variety of speakers.
Emergent	Tenth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> communicate with gestures or in a language other than English; build a speaking vocabulary; communicate orally personal and social needs; ask questions to borrow classroom materials; greet teachers appropriately when entering the classroom; express lack of understanding; know and communicate personal information such as name, address, and phone number.
Pre-emergent	Tenth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> do not understand enough language to perform in English.

**Eleventh Grade Speaking
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	11.S.1.1 Students are able to use specific rhetorical devices to support assertions. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> select from a variety of logical and emotional rhetorical techniques (for example: appeal to logic through reasoning, appeal to emotional or ethical belief, case study, personal anecdote).
(Analysis)	11.S.1.2 Students are able to seek feedback on clarity and coherence of presentation or speech. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> provide and accept constructive criticism (for example: peer evaluation, videotaping).

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	11.S.2.1 Students are able to analyze the occasion to determine appropriate speech topic, format, and style. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> write a speech to honor, inspire, or entertain (for example: eulogy, commencement address, occasion speeches).
(Analysis)	11.S.2.2 Students are able to compare and contrast characteristics of interpersonal, small group, and public communication. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> prepare information on the same topic for different audiences (for example: an assembly, a family gathering, a friend).
(Evaluation)	11.S.2.3 Students are able to determine when to use various resources to create effective presentations. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> prepare and use visual aids and technology to support presentations (for example: music, sound effects, color, graphics, text).

**Eleventh Grade Speaking
Performance Descriptors**

Advanced	<p>Eleventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • develop specific rhetorical devices to support assertions; • seek and implement feedback on clarity and coherence of presentation or speech; • generate appropriate speech topic, format, and style after analyzing the occasion; • evaluate characteristics of interpersonal, small group, and public communication; • critique and determine when to use various resources to create effective presentations.
Proficient	<p>Eleventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use specific rhetorical devices to support assertions; • seek feedback on clarity and coherence of presentation or speech; • analyze the occasion to determine appropriate speech topic, format, and style; • compare and contrast characteristics of interpersonal, small group, and public communication; • determine when to use various resources to create effective presentations.
Basic	<p>Eleventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify specific rhetorical devices to support assertions; • seek feedback on presentation of speech; • analyze the occasion to determine appropriate speech topic; • identify characteristics of interpersonal, small group, and public communication; • use resources to deliver presentations.

**Eleventh Grade Speaking
ELL Performance Descriptors**

Proficient	Eleventh grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • compare strategies used by the media to inform, persuade, entertain, and transmit culture; • draw conclusions about the effect of stereotypes in various media; • become active members of cooperative learning groups.
Intermediate	Eleventh grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • demonstrate comprehension of and appropriate listener response to an oral report, discussion, and/or interview; • paraphrase a teacher's directions/explanations for a peer; • use multimedia sources to support an argument.
Basic	Eleventh grade ELL students performing at the basic level: <ul style="list-style-type: none"> • participate in a panel discussion on assigned topic; • take notes from an oral presentation or film; • view a video and write a summary.
Emergent	Eleventh grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • communicate with gestures or in a language other than English; • build a speaking vocabulary; • adjust oral communications for different purposes and audiences; • communicate orally personal and social needs; • ask questions to borrow classroom materials; • greet teachers appropriately when entering the classroom; • express lack of understanding; • know and communicate personal information such as name, address, and phone number.
Pre-emergent	Eleventh grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.

Twelfth Grade Speaking Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	12.S.1.1 Students are able to participate in dramatic readings of literary selections. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use verbal and non-verbal expression for effect (for example: excerpts from plays, poems, children's books, in-class oral reading).
(Evaluation)	12.S.1.2 Students are able to reassess choices and strategies used in oral communication based upon feedback. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> evaluate constructive criticism and employ valid suggestions (for example: peer evaluation, videotaping, teacher review).

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	12.S.2.1 Students are able to recognize the influence demographics can have on the response of an audience. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> prepare information for different audiences (for example: ad campaign for different ethnicity, ages, genders, and locations, such as rural and urban).
(Application)	12.S.2.2 Students are able to use effective strategies in interpersonal communication settings. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> participate in social and workplace discussions (for example: nodding, encouraging, responding).
(Synthesis)	12.S.2.3 Students are able to deliver multimedia presentations that combine text, images, and sound. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use a combination of resources to create effective presentations (for example: music, sound effects, color, graphics, text, video, CD Rom, internet, computer-generated images).

**Twelfth Grade Speaking
Performance Descriptors**

Advanced	Twelfth grade students performing at the advanced level: <ul style="list-style-type: none">• prepare and participate in dramatic readings of literary selections;• recognize influences demographics have upon the response of an audience and adapt presentation accordingly;• combine effective strategies in interpersonal communication settings;• deliver and critique multimedia presentations that combine text, images, and sound.
Proficient	Twelfth grade students performing at the proficient level: <ul style="list-style-type: none">• participate in dramatic readings of literary selections;• recognize the influence demographics can have on the response of an audience;• use effective strategies in interpersonal communication settings;• deliver multimedia presentations that combine text, images, and sound.
Basic	Twelfth grade students performing at the basic level: <ul style="list-style-type: none">• listen to dramatic readings of literary selections;• recognize the influence physical surroundings can have on the response of an audience;• recognize strategies in interpersonal communication settings;• deliver presentations that combine text with images or sound.

**Twelfth Grade Speaking
ELL Performance Descriptors**

Proficient	Twelfth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • choose and use multiple forms of media to convey what has been learned; • evaluate media for credibility; • identify the main idea of a presentation.
Intermediate	Twelfth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • summarize key concepts of film or teacher presentation; • demonstrate comprehension through retelling or summarizing ideas following speaker's presentation; • interpret and explain a political cartoon, situation, comedy, idiom, or, joke.
Basic	Twelfth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • recognize and respond to visual messages of humor, irony, and metaphor; • associate tone, volume, stress, and intonation with a character being portrayed; • evaluate media techniques and messages.
Emergent	Twelfth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • communicate with gestures or in a language other than English; • build a speaking vocabulary; • adjust oral communications for different purposes and audiences; • communicate orally personal and social needs; • ask questions to borrow classroom materials; • greet teachers appropriately when entering the classroom; • express lack of understanding; • know and communicate personal information such as name, address, and phone number.
Pre-emergent	Twelfth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.